3/20/83 RH200-2 A

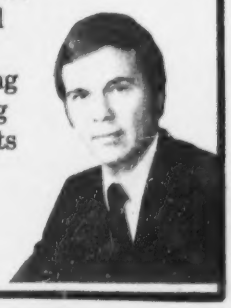
COUNSELING

The demands on school guidance officials have multiplied and become more complex, but there is still uncertainty about the role they should be playing.

See Page 11.

ACCREDITING

The head of the national organization that accredits teacher-training programs sees a growing "backlash" against efforts to raise standards and improve their quality.



See Page 7.

MANAGING

Microcomputers are making it possible for more school districts to perform more administrative functions in less time and at less cost.

See Page 4.

EDUCATION WEEK

American Education's Newspaper of Record Volume II, Number 26 · March 23, 1983

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E.D. Told To Speed Investigation Of School Civil-Rights Cases

By Tom Mirga

WASHINGTON—A federal district judge here has told the Reagan Administration that it must comply with a six-year-old court order that controls the way the government processes civil-rights complaints filed against schools and colleges.

In addition, U. S. District Judge John H. Pratt ordered the Education and Labor Departments to speed up their standing investigations of race, sex, and handicap bias in educational institutions and to provide the court twice annually with comprehensive reports on their enforcement activities.

Negotiate Settlement

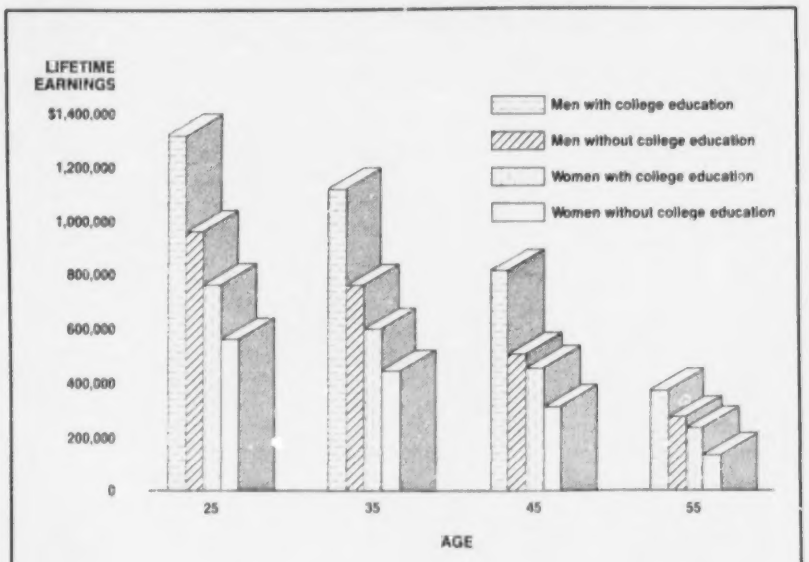
Specifically, the 1977 Adams/W.E.A.L. order, as it is commonly known, requires the departments to determine within 90 days of receiving a complaint whether a civil-rights violation has occurred. During the next 90 days, they must try to negotiate a settlement with officials at the school or college where the violation occurred. If those negotiations fail, the departments have another 30 days to launch enforcement procedings.

Judge Pratt's order on March 11 marked the latest step in *Adams* v. *Bell* and *Women's Equity Action League* v. *Bell*, a pair of lawsuits that are often described as the most important litigation pending against the federal government for failure to enforce civil-rights laws.

The *Adams* case began in 1970 with a class-action suit filed against the former Department of Health, Education, and Welfare by the N.A.A.C.P. Legal Defense and Educational Fund Inc. It charged that the department was inadequately enforcing Title VI of the Civil Rights Act of 1964, which bars discrimination on the basis of race.

In 1974, W.E.A.L. filed a similar suit charging that the department was inadequately enforcing Title IX of the Educa-

Continued on Page 14



Going to college significantly increases lifetime earnings for men and women, says a new U. S. Census Bureau report. See story on page 9.

N.E.H. To Fund Grammar-School Teacher Training

By Sheppard Ranbom

ATLANTA—Arguing that improving humanities programs in the high schools is an important step toward allowing all Americans "to be shareholders in our common culture," William Bennett, chairman of the National Endowment for the Humanities, urged a group of state education officials, college and university representatives, and high-school teachers meeting here last week both to inject new rigor into those programs and to draw into them "every student in every school."

Although his remarks concentrated on high-school efforts, Mr. Bennett also said that the elementary schools have been overlooked for too long as the place to establish strong programs in the humanities. The endowment, he added, will soon announce a new program that will set aside $500,000 beginning in June 1984 to fund inservice training and summer institutes in the humanities for elementary-school

Continued on Page 17

Some 'Raid' Each Other's Staffs, Offer High Salaries

Districts Vying for Limited Supply of Bilingual Instructors

By Hope Aldrich

The Dallas school district, struggling with a shortage of more than 300 bilingual-education teachers, this month launched a new "Special Thrust" spring recruitment program that will utilize a staff of 21 and cost about $50,000. The recruiters will travel extensively, advertise in local newspapers and on local radio stations, and then set up "recruitment shops" in hotels.

In Houston, so many Spanish-speaking students with little or no ability in English are enrolling in the public schools that the district is seeking 750 new bilingual-education teachers. "Every two weeks we add a new position in our bilingual program," said Benjamin Avila, a recruitment official with the Houston district. Last year, Houston's recruiting teams spent about $70,000 "canvassing" for new teachers out of state.

In Los Angeles, school officials will take "as many as we can find"—up to 1,000 new bilingual-education teachers, according to Robert D. Albin, director of the system's bilingual-staffing unit.

When they say they are looking for "bilingual" teachers, officials pointed out, they mean teachers who can teach both bilingual-education and English-as-a-second-language classes.

School districts will find many of these new recruits in their own states, officials say, either at teachers' colleges or in the local community. But many officials agree that teacher-education programs are not producing enough graduates to meet the increasing needs.

A report conducted for the U. S. Department of Education last year found an unmet demand for as many as 55,000 teachers qualified to teach limited-English-speaking students and noted that only about 1,900 such teachers graduate from education schools annually. *(See Education Week, June 9, 1982.)*

Continued on Page 16

More Vietnamese-Speaking Teachers Sought

By Hope Aldrich

"They're still a group apart. They're still very, very separate, because of the language barriers."

Dao Hoi, the only Vietnamese teacher in a Fairfax County high school with 200 Vietnamese students, was describing a situation that is worrying more and more educators: how to teach the burgeoning population of Vietnamese students.

School administrators in Chicago, New York, Houston, and Dallas said last week that the shortage of Vietnamese-speaking teachers is now even more severe than the shortage of Hispanic teachers.

Lourdes Travieso-Parker, director of bilingual education for Chicago's public schools, confronts a typical situation: a high concentration of Vietnamese in a few schools and 24 openings for certified Vietnamese teachers. In the last year, she has flown to the Arlington, Va., area—where about 12 percent of schoolchildren are Indochinese—to recruit teachers. She said she considered herself lucky that she now has at least five certified teachers of Vietnamese on her staff.

"It was like robbing Peter to pay Paul," she conceded, referring to the great need of other districts for those teachers.

Nationwide, there are only about 35 certified Vietnamese teachers, said Ms. Hoi. These are mainly people trained in Vietnam who started here with temporary cer-

Continued on Page 16

BEST AVAILABLE COPY

In Summary

A 'National Portrait'
The National Catholic Educational Association begins a major study of low-income students in Catholic high schools. **Story on Page 4.**

Screening TV for Children
The Federal Communications Commission plans to resume its rule-making for television programming for children. **Story on Page 6.**

Proposals for Reform in California
The new superintendent of public instruction wants $1 billion more in state aid to support sweeping educational reforms. **Story on Page 8.**

A Fiscal Examination
The American Federation of Teachers asks its leaders in 35 districts to comment on the financial condition of their schools. **Story on Page 8.**

Reaffirming a Commitment
Secretary of Education Terrel H. Bell calls for strengthening the training of special-education teachers. **Story on Page 9.**

Revising Chapter 1
A House panel warns Education Department officials that their revisions would cause hardships for poor families. **Story on Page 9.**

New Missions for a New Age
In addition to academic and vocational counseling, school guidance officials deal with an array of student problems. **Story on Page 11.**

Planning Ahead
A thousand 7th graders attended a "career-education day" at The Johns Hopkins University in Baltimore last week. **Story on Page 13.**

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THE WEEK

A SUMMARY OF NEWS AND EVENTS

Federal

Bell Will Seek Higher Interest Rates On Student Loans

The Education Department intends to ask the Congress to increase interest rates charged college students who receive federal funds under the National Direct Student Loan program, Secretary of Education Terrel H. Bell said recently.

Speaking at a hearing before the House Subcommittee on Postsecondary Education, Mr. Bell said raising interest rates for the program from 5 to 9 percent would bring the rates in line with those charged for Guaranteed Student Loans.

"I haven't been able to reconcile the reason for two different interest rates," the Secretary said.

The proposal was immediately opposed by members of the panel, who said that the guaranteed-loan program generally helps middle-income students, while the direct-loan program is geared toward low-income students.

House Panel Passes Surplus-Food Bill

The House Education and Labor Committee has finished work on a bill intended to provide additional food for the school-lunch program.

The committee, by a 27-to-2 vote on March 10, approved the surplus-federal-commodity measure sponsored by Representative Mario Biaggi, Democrat of New York. Representative Biaggi's bill, H R 1513, is similar to one approved by the Senate Agriculture Committee a week earlier. *(See Education Week, March 16, 1983.)*

The House version, which would require the Agriculture Department to distribute surplus commodities to schools, food banks, soup kitchens, and other charitable groups, differs from the Senate version in that it would require the government to pay five cents per pound for processing and distribution.

The original version of the Senate bill, sponsored by Senator Robert Dole, Republican of Kansas, had contained a similar provision but that chamber's Agriculture panel deleted it before sending it on for consideration by the full body.

Federal Judge Makes Injunction Against 'Squeal Rule' Final

A federal judge in Manhattan has issued a permanent, nationwide injunction prohibiting the federal government from implementing a new regulation governing federally funded family-planning clinics.

Earlier this month, Judge Henry J. Werker, barred the Department of Health and Human Services from enforcing its rule to require the clinics to notify parents when girls under the age of 18 were given prescription birth-control drugs or devices. The ruling, in which Judge Werker held that the federal government violated the spirit and the letter of the federal family-planning law, expanded on a preliminary injunction the judge issued Feb. 14.

National

Fiscal Troubles Are Top Board Concern, Survey Reveals

Lack of state and local financial support is the leading problem for school-board members nationally, according to a recent survey by the *American School Board Journal* and Virginia Polytechnic Institute and State University.

Fiscal troubles were cited as their most pressing concern by 23.4 percent of the respondents, while 20 percent said the consequences of declining enrollments were their most troubling issue. Parents' lack of interest in school affairs was a concern of 12.6 percent of those surveyed.

The survey also noted that the number of female board members declined in 1982, reversing a nine-year upward trend. The survey found women constituting 28.3 percent of school-board membership in 1982 compared to 32.8 percent in 1981.

College Board Withdraws 9 Tests From New York

The College Board will no longer administer nine of its achievement tests in New York because of the cost of complying with the state's "truth-in-testing law," the organization announced earlier this month.

After June, students who wish to take the board's tests in European history and world culture, French, German, Hebrew, Latin, literature, level II mathematics, physics, and Spanish, will have to do so in a neighboring state.

The truth-in-testing law requires test sponsors to release the questions and answers for achievement examinations at least once every three years. The College Board says it spends $40,000 to $60,000 per test to write a new examination.

The board is only withdrawing those tests that are taken by fewer than 5,000 students, according to a Board spokesman. Fewer than 200 students in the state took the Latin test and 214 took the Hebrew test in 1981-82, the spokesman said.

States

Work, Restitution Required of Youths In Arizona Bill

Juveniles convicted of crimes would be required to work up to 40 hours a week while serving their sentences under legislation passed almost unanimously earlier this month by the Arizona House of Representatives.

The bill, which will now be considered by the Senate, would require juvenile offenders to work 30 hours a week if they attend school and 40 hours a week if they do not.

The legislation, which passed by a vote of 50 to 3, would also require juvenile offenders to either pay restitution to their victims or to perform community service.

Ariz. Bill Aiming To Repeal Tenure Fails by One Vote

A bill that would have put a proposed constitutional amendment before Arizona voters to repeal tenure for the state's elementary and secondary teachers has died in the state's House of Representatives.

The bill was defeated by one vote on the House floor. Another bill that would streamline the dismissal process for tenured teachers has passed in the House and is now being considered in the Senate.

Court Says Former Supt. May Face Liability in Suit

The U. S. Court of Appeals for the Ninth Circuit has ruled that Hawaii's former superintendent of schools may be held liable for damages for firing an employee who publicly accused the department of education of failing to comply with federal civil-rights laws.

In its decision, the court ruled that Charles Clark was not protected under federal immunity statutes and remanded the case to district court for a new hearing.

The appellate-court decision, however, is being appealed by attorneys for Mr. Clark and Thomas Yamashita, director of the Hawaii edu-

DATABANK

Average Annual Salaries of Teachers and Instructional Staff

The following tables are taken from *Estimates of School Statistics, 1982-83*, the 41st compilation of statistical data for the 50 states and the District of Columbia by the National Education Association (N.E.A.).

The report, prepared by the N.E.A. research division with the assistance of state education departments and state education associations, contains statistics on a variety of topics, including administration, pupil enrollment, numbers of high-school graduates, teachers and teacher salaries, receipts and expenditures, and costs-per-pupil.

The figures include estimates for the current school year (1982-83) and revisions of the previous year's figures (1981-82); they reflect projections based upon data submitted by state education officials in November 1982.

N.E.A. submits estimates of educational statistics in more than 39 areas to each state's department of education in the fall of the year for verification or revision. Only if an education department does not respond are original N.E.A. projections published.

"Total Instructional Staff" in the report includes classroom teachers, principals, supervisors, librarians, guidance and psychological personnel, and "related instructional workers." The total instructional staff in 1982-83 is estimated at 2,427,132, a decrease of 0.8 percent over the revised estimate of 2,448,955 staff members in 1981-82.

The estimate of the average salary for 1982-83 ($21,520) is a gain of 7 percent over the previous year. The average annual salary of the instructional staff has increased from 1972-73 at an annual rate of 7.3 percent.

The report states that because the consumer price index was projected to rise 7.0 percent from 1981 to 1982, the real purchasing power of teachers' salaries has remained "essentially unchanged."

The project was directed by Susan Carmon Gewirtz, with the assistance of Peter Veillette. Frank Masters is director, and Margaret J. Jones is associate director, of the N.E.A. research department.

The report is available to N.E.A. members for $4.50 (stock #3090-7-00), and to nonmembers for $9.75 (stock #3090-7-10). Orders should be sent to: N.E.A. Distribution Center, The Academic Building, Saw Mill Road, West Haven, Conn., 06516.

Percentage Increases in Annual Salaries of Teachers

School year	Percent increase over 1972-73			Percent change over previous year		
	Elem.	Secondary	Total	Elem.	Secondary	Total
1973-74	6.2	5.4	5.9	6.2	5.4	5.9
1974-75	14.6	14.2	14.9	7.9	8.3	8.5
1975-76	24.1	23.2	23.7	8.4	7.9	7.7
1976-77	31.3	31.1	31.2	5.7	6.4	6.0
1977-78	40.1	39.1	39.6	6.7	6.1	6.4
1978-79	46.2	47.0	47.6	5.8	5.7	5.7
1979-80	57.2	56.4	56.8	6.1	6.4	6.2
1980-81	73.9	72.0	72.9	10.6	10.0	10.3
1981-82	86.8	87.6	88.1	8.6	9.1	8.8
1982-83	102.6	100.8	101.8	7.3	7.0	7.3

10-Year Salary Trend: Teachers Only

School year	Average annual salaries, 1972-73 to 1982-83		
	Elementary	Secondary	Total
1972-73	$9,893	$10,057	$10,176
1973-74	10,507	11,077	10,778
1974-75	11,334	12,000	11,690
1975-76	12,282	12,947	12,591
1976-77	12,988	13,776	13,352
1977-78	13,860	14,611	14,207
1978-79	14,664	15,441	15,022
1979-80	15,556	16,434	15,951
1980-81	17,204	18,071	17,597
1981-82	18,679	19,712	19,142
1982-83	20,042	21,100	20,531

10-Year Salary Trend: Total Instructional Staff (Includes Principals and Other Supervisors)

School year	Average annual salary	Percent change	
		Over 1972-73	Over previous year
1972-73	$10,633	—	—
1973-74	11,254	5.8	5.8
1974-75	12,167	14.4	8.1
1975-76	13,120	23.4	7.8
1976-77	13,940	30.2	5.5
1977-78	14,697	38.2	6.2
1978-79	15,762	48.2	7.2
1979-80	16,773	57.7	6.4
1980-81	18,395	73.0	9.7
1981-82	20,114	89.2	9.3
1982-83	21,520	102.4	7.0

Estimated Average Annual Salaries of Total Instructional Staff and of Classroom Teachers, 1981-82 (Revised) and 1982-83

Region and state	1981-82 (revised)				1982-83				All teachers	
	Average salary of instructional staff	Average salary of classroom teachers			Average salary of instructional staff	Average salary of classroom teachers			Percent increase over 1981-82	Purchasing power in 1967 dollars
		Elem. school	Second. school	All teachers		Elem. school	Second. school	All teachers		
50 STATES AND D.C.	**$20,114**	**$18,679**	**$19,712**	**$19,142**	**$21,520**	**$20,042**	**$21,100**	**$20,531**	**7.3**	**$6,769**
NEW ENGLAND	19,862	17,847	18,406	18,118	20,975	18,841	19,022	18,812	3.8	6,202
Connecticut	19,785	18,555	19,375	18,880	21,600	20,700	20,800	20,300	7.5	6,693
Maine	15,605	14,624	15,908	15,105	16,205	15,288	16,604	15,772	4.4	5,200
Massachusetts[5]	22,000	18,571	18,950	18,787	23,000	18,781	19,165	19,000	1.1	6,264
New Hampshire	15,000	14,544	14,875	14,701	15,616	15,250	15,471	15,353	4.4	5,062
Rhode Island	22,056	22,496	20,705	21,659	23,600	24,070	22,154	23,175	7.0	7,641
Vermont	14,342	14,264	15,165	14,715	15,003	14,877	15,778	15,338	4.2	5,057
MIDEAST	22,084	20,772	21,954	21,434	23,806	22,377	23,620	23,083	7.7	7,611
Delaware	20,013	18,778	19,707	19,290	21,453	20,062	21,168	20,865	7.1	6,813
District of Columbia	25,099	24,304	24,210	24,265	26,922	25,068	26,021	26,048	7.3	8,588
Maryland[5]	21,899	20,206	21,450	21,120	23,773	21,780	23,142	22,786	7.9	7,513
New Jersey[5]	20,868	19,544	20,400	19,910	22,684	21,244	22,175	21,642	8.7	7,136
New York	23,900	22,700	24,000	23,437	25,600	24,300	25,700	25,100	7.1	8,276
Pennsylvania	20,700	19,000	19,800	19,482	21,800	20,500	21,300	21,000	7.8	6,924
SOUTHEAST	17,209	16,293	16,721	16,501	18,537	17,474	17,940	17,715	7.4	5,841
Alabama	16,100	15,500	15,700	15,600	18,450	17,400	18,000	17,850	14.4	5,885
Arkansas	14,961	14,136	14,861	14,506	15,653	14,789	15,548	15,176	4.6	5,004
Florida[1]	17,784	16,945	16,405	16,780	19,621	18,720	18,124	18,530	10.5	6,112
Georgia	17,180	16,080	16,770	16,363	18,282	17,111	17,847	17,412	6.4	5,741
Kentucky	18,020	16,833	18,148	17,290	19,230	17,850	19,150	18,400	6.4	6,067
Louisiana[3]	18,800	18,000	18,800	18,500	19,749	18,810	19,690	19,265	4.1	6,352
Mississippi	14,623	13,899	14,421	14,135	14,773	14,049	14,571	14,285	1.1	4,710
North Carolina	17,415	16,860	17,096	16,947	18,327	17,847	17,754	17,836	5.2	5,881
South Carolina	16,960	14,710	15,770	15,170	18,980	15,890	17,040	16,380	8.0	5,401
Tennessee	16,582	16,233	16,371	16,285	17,743	17,369	17,517	17,425	7.0	5,745
Virginia	17,720	16,382	17,868	17,008	19,492	18,020	19,655	18,707	10.0	6,168
West Virginia	17,748	17,052	17,229	17,129	17,996	17,290	17,479	17,370	1.4	5,727
GREAT LAKES	20,624	19,631	20,767	20,123	22,257	21,230	22,443	21,755	8.1	7,173
Illinois	21,696	20,211	22,530	21,020	23,347	21,747	24,242	22,618	7.6	7,457
Indiana	19,360	18,218	19,028	18,622	20,873	19,857	20,483	20,067	7.8	6,616
Michigan	22,202	22,113	22,609	22,351	23,744	23,732	24,217	23,965	7.2	7,901
Ohio	19,250	18,080	19,150	18,550	21,010	19,850	21,020	20,360	9.8	6,713
Wisconsin	19,900	18,962	19,881	19,367	21,490	20,480	21,470	20,940	8.0	6,904
PLAINS	18,291	16,960	18,156	17,553	19,731	18,285	19,584	18,930	7.8	6,241
Iowa	18,524	17,312	18,591	17,989	19,269	17,978	19,361	18,709	4.0	6,168
Kansas	17,506	16,633	16,790	16,712	19,169	18,213	18,385	18,299	9.5	6,033
Minnesota	20,815	19,152	20,596	19,907	23,313	21,450	23,068	22,296	12.0	7,351
Missouri	17,047	15,989	16,844	16,413	18,410	17,268	18,192	17,726	8.0	5,844
Nebraska[5]	17,672	15,878	17,314	16,570	18,488	16,650	18,173	17,412	5.1	5,741
North Dakota	18,109	16,999	18,373	17,686	18,830	17,680	19,110	18,390	4.0	6,063
South Dakota	15,503	14,513	15,095	14,717	16,493	15,386	15,968	15,595	6.0	5,142
SOUTHWEST	18,191	17,099	18,018	17,501	20,036	18,838	19,670	19,204	10.2	6,361
Arizona	18,660	17,821	18,446	18,014	19,534	18,637	19,319	18,849	4.6	6,215
New Mexico[5]	19,350	18,409	18,970	18,690	21,168	20,290	21,000	20,600	10.2	6,792
Oklahoma[4]	16,770	15,760	16,700	16,210	18,670	17,660	18,600	18,110	11.7	5,971
Texas	18,306	17,113	18,170	17,582	20,300	19,000	20,100	19,500	10.9	6,429
ROCKY MOUNTAIN	19,355	18,195	19,552	18,748	20,755	19,578	20,977	20,545	9.6	6,774
Colorado	20,359	19,217	20,297	19,577	21,473	20,267	21,453	21,500	9.8	7,089
Idaho	17,036	15,787	17,061	16,401	18,229	16,892	18,255	17,549	7.0	5,786
Montana	18,318	17,116	18,631	17,770	20,150	18,786	20,314	19,463	9.5	6,417
Utah	18,758	17,595	19,012	18,152	20,339	19,078	20,615	19,677	8.4	6,486
Wyoming	21,172	20,537	22,026	21,249	23,047	22,740	24,293	24,000	12.9	7,913
FAR WEST	25,296	22,218	23,655	22,850	25,894	23,269	24,419	23,613	4.2	7,785
Alaska	33,200	31,810	32,060	31,924	35,411	33,784	34,154	33,953	6.4	11,195
California	26,191	22,305	24,079	22,755	26,252	23,240	24,538	23,555	3.5	7,766
Hawaii[5]	23,112	23,032	21,841	22,542	25,423	25,335	24,024	24,796	10.0	8,175
Nevada	24,820	19,760	20,450	20,105	26,412	20,585	21,306	20,944	4.2	6,905
Oregon	20,440	19,748	20,900	20,305	23,328	21,872	23,136	22,334	10.0	7,364
Washington	23,990	22,526	23,454	22,954	24,470	22,977	23,923	23,413	2.0	7,719

[1] 1982-83 elementary and secondary average classroom teacher salaries estimated by NEA Research.
[2] Total teacher salary figure does not include annualized salary data for 111 per diem teachers.
[3] Teacher salary data do not include an average of $1,900 per teacher payable from the Louisiana Professional Employees Improvement Program for inservice training.
[4] Classroom teacher salary figures do not include fringe benefits as follows: 1981-82: $840; 1982-83: $940.
[5] Elementary and secondary average classroom teacher salaries estimated by NEA Research.
Source: National Education Association

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HUMANITIES

At a recent conference in Atlanta, scholars, teachers, and administrators pondered the state and the role of the humanities in the nation's schools and agreed that teachers must play the central role in revitalizing curricula.

See Page 7.

RELIGION

Church-state issues surrounding the regulation of private schools, attempts to mandate school prayer, the teaching of creationism, and Bible classes in public schools continue to provoke legal and legislative contests in a number of states.

See Page 6.

CIVIL RIGHTS

The U.S. Commission on Civil Rights is threatening to subpoena the Education Department to obtain personnel information, and the Justice Department has shelved controversial regulatory proposals concerning the handicapped.

See Pages 9 and 10.

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1980's Bring New Dilemmas In Reforming School Finance

By Peggy Caldwell

WASHINGTON—The school-finance-reform movement, despite some recent setbacks in the courts, the loss of foundation support, and poor prospects for large infusions of new state funds, is not only surviving but adding the relatively new issues of "adequacy" and "school effectiveness" to its mission, according to policymakers, scholars, and others who have been active in the 15-year-old reform movement.

"I'm surprised at how strong an issue the equity concern continues to be," said Susan Fuhrman, research associate at Rutgers University's Eagleton Institute of Politics. "It's still on the agenda in about a dozen states, whether because of litigation or commissions. The situation isn't nearly as bad as I would have predicted six months ago."

Added John Augenblick, who directs the finance center at the Education Commission of the States: "People are still terribly concerned about the equity of the system, particularly in those states that have a lot of school districts. They're very concerned, especially about special-needs students. The states know what their obligations are and they know what's right, but they don't know how to do it as the feds pull out.

See related stories on pages 18, 19

"The overwhelming concern we see today, though, is one of adequacy," Mr. Augenblick continued. "The rate of increase in spending at the end of the 70's and into the 80's is much different from the way it had been."

Still operating from the basic premise that the quality of a child's education should not be a function of the property wealth of his or her community, participants at this month's annual meeting of the American Education Finance Association pointed to continuing litigation in several states, including Arkansas, where the state

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DOUGLAS GORALSKI

The Folger Library stages a high-school Shakespeare festival. See page 12.

Federal Research In Vocational Ed. Said 'Inadequate'

Improvements Needed at $25-Million Ohio Center

By Susan G. Foster

Panelists conducting the first "outside" assessment of the government's six-year-old, $25-million center for research in vocational education have concluded that it "lacks research objectives" and has failed to make the "significant improvements" in the nation's vocational systems envisioned by the Congress when it established the entity.

The panel found that the National Center for Research in Vocational Education (N.C.R.V.E.) has been well managed and has complied with federal mandates. But in a report submitted to the Education Department's office of planning, budget, and evaluation (O.P.B.E.), the panelists described publications produced by the center's staff as "uncritical," "superficial," and "too narrow" in focus.

"Specifically, the panel felt that N.C.R.V.E.'s [research publications] simply have not provided the information that is needed to isolate the factors which result in vocational-education programs that are effective and equitable," the report asserts.

The eight-member panel, assembled last June by a Washington, D.C., area consulting firm that contracted with the Education Department's evaluation office to conduct a review of the center's publications program, included state and local educators

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Catholic Schools Note 'Unanticipated' 2-Percent Drop in Student Enrollment

By Alex Heard

This year, enrollments in Catholic elementary and secondary schools underwent an unanticipated decline of 68,000 students, according to a new report by the National Catholic Educational Association (N.C.E.A.).

The 2.2-percent decline, lowering total enrollment in Catholic schools to 3,026,000, is the largest since 1979-80, officials said; the loss of 27,000 high-school students is the greatest since 1972-73.

The decline was "not anticipated," according to the N.C.E.A., which compiles the statistical report each year.

Enrollment in Catholic schools appeared to have stabilized during the last few years, following the loss of more than two million students from 1965 to 1978, and last year's decline of 0.4 percent was seen by the N.C.E.A. as a continuation of this stablization.

What this year's figures may mean for the long-term direction of Catholic-school enrollments—and whether the decline marks the end of "stabilization" or just a temporary setback—is not clear, according to Bruno V. Manno, director of research for the N.C.E.A.

One factor affecting the statistics is the continuing decline in the number of school-age children, he said.

"Also, we're not sure of the effect of the economic situation on enrollment," he said. "And—this is more of an internal thing—we need to more closely monitor some of the statistical irregularities that pop up." Mr. Manno said, for example, that last year's elementary-school figures probably included some kindergarten students, increasing the total.

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'No-Need' Scholarships to Private Schools Praised, Denounced at N.A.I.S. Assembly

By Susan Walton

ANAHEIM, CALIF.—Traditionally, scholarship students at independent schools have been children from families who receive financial aid solely on the basis of need. The idea of providing scholarships for highly qualified students who do not need the money—so-called merit scholarships—is one that few independent schools have seriously considered, their spokesmen say.

But according to panelists at a meeting of independent-school officials here this month, the increasing competition—from both public and private schools—for highly qualified students is leading independent schools to take a closer look at the concept of "no-need scholarships."

Following the pattern established by colleges and universities, more schools are considering the possibility of giving aid to students whose families would not qualify on the basis of need, or of providing awards above the amount required for tuition.

The panel, which included admissions directors and others, discussed the issue at the annual meeting of the National Association of Independent Schools (N.A.I.S.).

The issue, as one school official who attended the session noted, is essentially one of "ethics versus pragmatism."

Proponents argue that there are practical reasons—such as building a more diverse

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